

AN ANALYSIS OF GRAMMATICAL ERRORS IN THE TRANSLATION MADE BY THE FOURTH SEMESTER STUDENTS OF ENGLISH EDUCATION PROGRAM

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Abstract

This research analyzed the types of grammatical error that occur in the translations made by the fourth semester students. The objectives of this research are 1) to describe the types of grammatical errors and 2) to identify the most dominant types of grammatical errors that occurred in the translations made by the fourth semester students in English Education Program at UST in Academic Year 2017/2018. This research applied descriptive qualitative research method. The data were collected using a test. In the analysis process, the theory proposed by Dulay was applied including the identification, description, explanation, and evaluation of the occurrence of errors. There were four types of grammatical error found in students' translation made by the fourth-semester students, they were *omission*, *addition* (*double marking*, *regularization*, *simple addition*), *misformation* (*regularization*, *archi-forms*, *alternating form*), and *misordering errors*. Meanwhile, the total data were about 116 errors which showed that the students made 80 times (69%) of omission errors, 27 times (23%) of misformation error, 8 times (7%) of addition error, 1 times (1%) of misordering error. The most dominant type of grammatical error that occurred in the student's translation was omission.

Keywords : *Dulay's theory, grammatical errors, students, translation.*

Introduction

Language is an important tool for daily communication with other people. It is a type of patterned human behavior, it is a way, perhaps the most important way, in which human beings interact in his social situations (Catford, 1965: 1). Communication can be built if there is an understanding between speakers and hearers. In our daily life, all

of the people use language to communicate and interact to each other. When people communicate, they transfer the message. People need the language to express their minds, ideas, and also their feelings to others.

English is one of languages in the world considered as an international language. In Indonesia, English becomes something new to learn by students. In learning English the students are expected to master four skills, they are : reading, writing, listening and speaking. Of the four skills, listening and reading skills are receptive skills, while speaking and writing skills are considered as productive skills.

In learning a language students should have a good mastery of grammatical rules in order to express correct sentences. English grammar is very important to understand by the students because when they want to write something, they have to pay attention to grammatical rules. Most of the students still make mistakes in using English grammar. They usually feel that English grammar is more difficult when it is used in writing of foreign language, especially in translating texts that deliver the meaning from the source language into target language. They usually think that the Indonesian grammar is same as English grammar. In fact, English grammar is different from Indonesian grammar. They have to pay more attention to the use of the English grammar and they need to learn how to apply it in the writing as the skill is the most difficult one.

Writing skill is very difficult for students. In writing the students should express their ideas, opinions, and feelings. According to Palmer (1994:1), writing is difficult to learn because authors should utilize a process that includes planning, organizing and revising to present meaning in words form. In writing a text, the students need to master grammar and increase their vocabulary to help them express their ideas and feelings. When writing, students frequently have more time to think than they do in oral activities. They can go through what they know in their minds, and even consult dictionaries, grammar books or other reference materials to help them (Harmer,2004:31). Besides writing skill, translating a text is also difficult for the students.

In English Education Program of Universitas Sarjanawiyata Tamansiswa, the fourth semester students should take a course named Translating & Interpreting. In this course, the students should practice and be able to translate all kinds of the text in correct grammar. But in fact, the students still had difficulties in translating texts. Most of them still made erroneous sentences in terms of grammar and semantics.

They also assumed that the grammatical rules in English and Indonesian is same. So, most of the them translated the words from Bahasa Indonesia into English directly without taking notice of grammar. Therefore, the researcher was interested to analyze the grammatical errors that occurred in the translation made by the fourth semester students of English Education Program at UST in academic year 2017/2018.

Literature Review

Language teaching is a process when the learners start to learn a new language/second language acquisition. In language teaching there are four skills have to master, they are: listening, speaking, writing, and reading. Harmer (2004:31) states, "Writing is often not time-bound in the way conversation is. When writing, students frequently have more time to think than they do in oral activities. They can go through what they know in their minds, and even consult dictionaries, grammar books or other reference material to help them". In writing a text, the students also should pay attention to using English grammar. Harmer (2001:12) defines grammar as a description of the way in which words that change their forms and can be combined into sentences in that language. In addition, Brown (2001:362) defines grammar is a system of rules governing the conventional arrangement and relationship of words in a sentence. In this research, the fourth semester students should translate the text with correct grammar and also semantic. Newmark (1981:7) states that translation is mastery in transferring written message from one language into written message of another language. According to Catford (1965:1), translation is an operation performed on language, a process of substituting a text in one language for a text in another.

The students will make Errors and Mistakes in language acquisition process. Error is related to the students' lack of competence. It means that the students don't know about the language knowledge and it can't be self-corrected. Meanwhile, mistake is related to the students' performance caused by some factors such as fatigue, lack of attention and motivation, carelessness, and other factors but it can be called as self-corrected because actually the students already know the rule of language.

There are four types of error according to Dulay's on surface strategy taxonomy as follow :

Omission errors

Omission error is a type of error which is “characterized by the absence of an item that must appear in a well-formed utterance”. As we know, morphemes or words can be distinguished into two classes: content words and grammatical words. Content words are those that carry the bulk of referential meaning of a sentences such as nouns, verbs, adjectives, adverbs, etc. Grammatical or function words are those little words that play a minor role in carrying the meaning of a sentence. They include noun and verb inflection (-s, ed, ing): the article (a, the, an): verb auxiliaries (is, will, can, may, etc); and preposition (in, on, or, etc).

e.g.: John is clever student. There is missing “a” that should be John is a clever student.

Addition errors

Addition errors are characterized by the presence of an item which must not appear in a well-formed utterance (Dulay, 1982:156). It usually occurs in the later stages of L2 acquisition or learning, when the learner has already acquired some target language rules. There are three types of addition errors:

a. Double markings

This error is caused by the failure to delete certain items which are required in some linguistic construction. For example : He **doesn't knows** my name. The correct sentence is He **doesn't know** my name.

b. Regularization

Regularization error is a type of errors “in which a marker that is typically added to a linguistic item is erroneously added to exceptional items of the given class that do not take a marker”. For example : *sheeps* instead of *sheep*. There is regularization error in which regular plural marker. Some of this type of error are shown in table 1 below.

Table 1. Example of Regularization Error

No.	Regularization Error	Correction
1.	sheeps	sheep
2.	putted	put
3.	deers	deer
4.	hitted	hit
5.	beated	beat

c. Simple addition

Simple addition errors characterize all addition errors. It is the use of an item which should not appear in well-formed utterances. For example: *Fishes does live in the water*. There is simple addition that should be “Fish does live in the water”. Some other examples are shown in table 2 below.

Table 2. Simple Addition Errors

Linguistic Item Added	Example
3 rd person singular -s	Fishes does live in the water
Past tense (irregular)	The train is gonna <i>broke</i> it
Article <i>a</i>	<i>a</i> this
Preposition	<i>in</i> over there

Misformation error

Misformation errors are characterized by the use of the wrong form of the morphemes or structures. It occurs when the learner supplies something although it is incorrect. There are three types of misformation errors:

a. Regularization errors

Regularization errors that fall under the misformation category are those in which a regular marker is used in place of an irregular one. For example, *runned* instead of *run*. There is regularization errors that should be “*run*”.

b. Archi-forms

Archi-forms errors are the selection of one number of a class of forms to represent others in the class is common characteristic of all stages of second language acquisition. For example, *I see her yesterday*. *Her dance with my brother*. The correct form should be “*I saw her yesterday. She danced with my brother*”.

c. Alternating forms

Alternating forms error caused by the learners’ vocabulary and grammar development. For example, italics. The correct sentence should be “*I saw her yesterday*”.

Misordering Error

Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. It occurs systematically for both L1 and L2 learners in constructions that have already been acquired. The examples are : *He is all the time late. What*

Daddy is doing? I don't know what is that. The correct utterances are: He is late all the time. What is Daddy doing? I don't know what that is.

Method

This research applied descriptive qualitative method. According to Mackey (2005: 162), qualitative research is a research that is based on descriptive data that does not use of statistical procedures. The aims of qualitative research often involves the provision of careful and detailed opposed to the quantification of data through measurement, frequencies, scores, and ratings. The data of this research were the sentences that contains grammatical errors. The source of the data were the translation made by the fourth-semester students of English Education Program at UST in Academic Year 2017/2018. It was focused on class 4A consisting of 28 students. The data were collected using a test. The data were taken on March 25th, 2019. The researcher analyzed the student's works by identifying, decribing, explaining, and evaluating the errors.

Discussion

Types of Grammatical Errors that Occured in the Translations Made by the Fourth Semester Students

This research was analyzed based on Dulay's theory, the surface strategy taxonomy concerning omission, addition, misformation, and misordering. The findings of the types of grammatical errors that occured in student's translations are presented below :

Table 3. Errors on Surface Strategy Taxonomy

No.	Type of errors	Component	Frequency	Percentage
1.	Omission	-	80	69%
2.	Misformation	Alternating forms	22	19%
		Archi-forms	5	4%
		Regularization	-	0%
2.	Addition	Simple addition	8	7%
		Double marking	-	0%
		Regularization	-	0%
8.	Misordering	-	1	1%
TOTAL			116	100 %

Table 3 shows that the students made 80 times (69%) of omission error, 27 times (23%) of misinformation errors, 8 times (7%) of addition error and 1 times (1%) of misordering error. These errors describe the problems which students face in their translation works. It was found that the omission error showed in the highest percentage of students' error made in their translations, the second highest percentage was misinformation error, the third highest percentage was addition errors, the last was misordering error. Following are some examples taken from the data.

Omission

The students made 80 times (69%) of omission error, it was the highest percentage in the students' translation. Here are two examples of omission error produced by the students :

- 1) Datum number : B – 10
 Source text : *Saya memerlukan rincian yang diperlukan tentang peralatan, biaya pemasangan, cara kerja, dll yang saya terima langsung dari produsen.*
 Error : *I need a detail that is needed about equipment, installation cost, instruction, etc which I accept directly from ^ producer.*
 Correction : *I need a detail that is needed about equipment, installation cost, instruction, etc which I accept directly from ^the producer.*

Based on the example above, it can be seen that the determiner "the" is missing in this sentence. The determiner used to refer noun of what he/she meant.

- 2) Datum number : E – 04
 Source text : *Saya melampirkan kuesioner singkat untuk meminta tanggapan anda.*
 Error : *I attach a short questionnaire to request your ^respons.*
 Correction : *I attach a short questionnaire to request your ^response.*

As seen in the example above, the student made error because they omitted the vowel /e/ for word response.

- 3) Datum number : D – 18
- Source text : *Tetapi sebelum saya membuat rekomendasi resmi kepada Direktur Produksi di perusahaan kami, saya ingin mengetahui kinerja peralatan tersebut di pabrik anda.*
- Error : *But, before I make an official **^recomendation** to the production director in our company, I want to know the performance of the equipment in our company.*
- Correction : *But, before I make an official **^recommendation** to the production director in our company, I want to know the performance of the equipment in our company.*

From the data above, it is concluded that the student made an error in spelling a word. He omitted the consonant /m/ for word recommendation.

Addition

The students made 8 times (7%) of addition error, it was the third highest percentage in the students' translation. Here is the example of addition error produced by the students :

- 1) Datum number : A – 9
- Source text : *Saya mendapatkan informasi bahwa perusahaan anda baru-baru ini memasang peralatan pengolahan limbah yang diproduksi oleh West-Coast Systems Singapura yang terletak di kawasan industri Jurong.*
- Error : *I get **an** information that recently your company has installed a rubbish processing equipment that is produced by West-Coast System Singapura located in Jurong industrial's park.*
- Correction : *I get information that recently your company has installed a rubbish processing equipment that is produced by West-Coast System Singapura located in Jurong industrial's park.*

From the data above, we can see that the student added *an* article before the word "information", it should be removed

because the article “an” is not appropriately used with the uncountable noun “information” in this sentence.

2) Datum number : A – 25

Source text : *Saya mendapatkan informasi bahwa perusahaan anda baru-baru ini memasang peralatan pengolahan limbah yang diproduksi oleh West-Coast Systems Singapura yang terletak di kawasan industri Jurong.*

Error : *I got some information that your company recently **to** installed Waste treatment equipment produce by West-Coast System Singapore which located in Jurong industry area.*

Correction : *I got some information that your company recently installed Waste treatment equipment produced by West-Coast System Singapore which located in Jurong industry area.*

From the data above, it can be seen that the student added the preposition “to” in the sentence, in English grammatical structure it should be deleting the preposition “to”.

Misformation

The students made 27 times (23%) of misformation error, it was the second highest percentage in the students’ translation. Here are the examples of misformation error produced by students :

1) Datum number : C – 20

Source text : *Saya juga ingin merekomendasikan pemasangan peralatan tersebut di pabrik kami.*

Error : *I want to **recommended** the installation for that equipment in our company.*

Correction : *I want to **recommend** the installation for that equipment in our company.*

From the example above, it can be seen that the student used a wrong form in that sentence. The word “recommended” is an incorrect verb form. The verb should be in the basic form as part of the to-infinitive following the verb *want*.

- 2) Datum number : A – 19
 Source text : *Saya mendapatkan informasi bahwa perusahaan anda baru-baru ini memasang peralatan pengolahan limbah yang diproduksi oleh West-Coast Systems Singapura yang terletak di kawasan industri Jurong.*
 Error : *I get information that your company recently installed waste treatment equipment manufactured by West-Coast Singapore Systems which **location** in Jurong industry.*
 Correction : *I get information that your company recently installed waste treatment equipment manufactured by West-Coast Singapore Systems which is **located** in Jurong industry.*

From the example above, it can be seen that the word “location” is not correct because it is a noun. This sentence need a verb. So, the appropriate verb used in this sentence is “located”.

- 3) Datum number : E – 1
 Source text : *Saya melampirkan kuesioner singkat untuk meminta tanggapan anda.*
 Error : *I **have attach** a brief questionnaire to ask your response.*
 Correction : *I **have attached** a brief questionnaire to ask your response.*

From the data above, it can be seen that the student used incorrect form. The word “have attach” have incorrrect tenses. If the student wanted to use present perfect tense, the formula is “S+have/has+V3”. The correct word is “have attached”.

- 4) Datum number : C – 2
 Source text : *Saya juga ingin merekomendasikan pemasangan peralatan tersebut di pabrik kami.*
 Error : *I also want to **approve** the installation equipment in our industry.*

Correction : *I also want to **recommend** the installation equipment in our industry.*

From the data above, the student made erroneous because of vocabulary mastery that they have. The word “approve” was not appropriately used in this context because the meaning of that word was “menyetujui”. While, the appropriately word used in this sentence was “recommend”.

Misordering

The students made 1 time (1%) of misordering error, it was the last highest percentage in the students’ translation. Here are the examples of misordering error produced by students :

- 1) Datum number : A – 24
- Source text : *Saya mendapatkan informasi bahwa perusahaan anda baru-baru ini memasang peralatan pengolahan limbah yang diproduksi oleh West-Coast Systems Singapura yang terletak di kawasan industri Jurong.*
- Error : *I get information that your company recently installed equipment waste treatment produced by West-Coast Systems Singapore In located industry Jurong.*
- Correction : *I get information that your company recently installed equipment waste treatment produced by West-Coast Systems Singapore located in industry Jurong.*

From the data above, it can be seen that the student made error in the placement of a structure of sentence. The student misordered the word “In” and “located”.

The Most Dominant Types of Grammatical Error that Occured in the Translations Made by the Fourth Semester Students

Omission was the most dominant type of error that occurred in the translations made by the fourth semester students. They made 80 times (69%) in their translation works. They made error in omitting of the grammatical structure and also in spelling the words.

Conclusion

There are four types of grammatical errors found in the translations made by the fourth-semester students of English Education Program at UST, they are : omission, addition, misformation, and misordering errors. Meanwhile, the total of the data is about 116 errors which show that the students made 80 times or about 69% of omission error in grammatical structure and spelling, 27 times or about 23% of misformation error in grammar knowledge and vocabulary mastery, 8 times or about 7% of addition error in simple addition, and 1 times or about 1% of misordering error. Most of the students made error in spelling the words and also in using tenses.

The omission error was the most dominant type of grammatical error that occurred in the student's translations made by the fourth-semester students of English Education Program at UST.

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